

Stages and Nevada Content Standards

OVERVIEW

Stages includes two major software components: (a) informal assessment software and (b) curriculum software. Stages informal assessment software is instructional in nature, providing activities with constructive feedback and opportunities for the learner to explore and choose. Stages curriculum software is a collection of interactive daily instructional programs appropriate for learners at each Stage.

Stages software enhances the Nevada's assessment process because:

- 1. Stages aligns with the Nevada Content Standards in Mathematics and Language Arts.**
- 2. Stages generates records of achievement for performance-based assessment.**
- 3. Stages provides learners with the opportunity for increased independence.**
- 4. Stages assists the learner's IEP team with selecting assistive technology and assessment tools.**

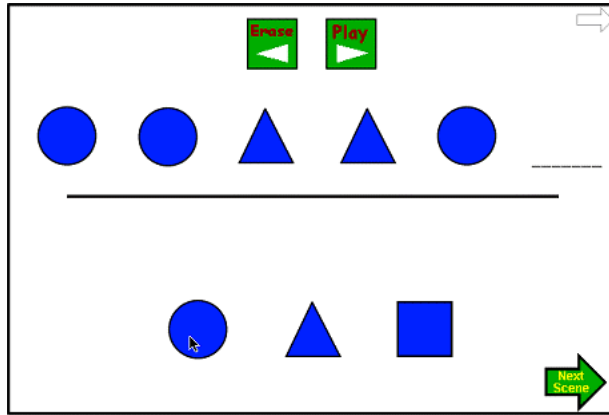
1. Stages aligns with the Nevada Content Standards in Mathematics and Language Arts.

Stages ensures meaningful and effective access to general curriculum areas for learners who require modifications in order to participate in statewide assessment. Please refer to the section entitled "How Stages Correlates with Nevada Content Standards" for detailed matching to the content standards.

2. Stages generates records of achievement for performance-based assessment.

During Stages software activities, the instructor can print directly from any screen to capture a learner-generated product as a benchmark. At the end of each activity, a report with instructional data about the time spent, choices made, response accuracy or work product, input method, prompt type, and time/date stamp are displayed with the learner's name. The instructor may wish to then print that screen or save the information as a text-format electronic file.

Observation guidelines and forms in the Stages kits help the instructional team make the most out of an activity session. The data-gathering features of the software enable the observer to focus on noting the learner's behavior and thinking-out-loud responses. Two adults from the instructional team can work together: one adult can encourage the learner and the other can note valuable data about behaviors without being noticed by the learner. Alternatively if a video or still camera is available, it may be directed at the learner and the computer monitor to discreetly record interactions and other behaviors while one adult coaches. During the sessions, the learner will be less conscious of her performance being recorded, making her responses more candid. Over time, the collected data will provide evidence that the instructional team needs to build a complete picture of the learner's skill achievement.



Example screen shot from Stage Four: Create Patterns

3. Stages provides learners with the opportunity for increased independence.

The feedback in Stages activities is encouraging and rewarding, providing a relaxed setting for exploring topics and demonstrating skills with minimal supervision. Many Stages activities include accessible choice-making opportunities. Functional skills activities include real-life community settings.

4. Stages assists the learner's IEP team with selecting assistive technology and assessment tools..

An objective of Stages software is to provide several options for input methods and other settings so that the learner's instructor, parents, and others in the IEP team can determine his ideal learning and communication environment. Different devices, auditory feedback, speeds and prompts are among the variables.

SUMMARY

Stages augments the Nevada assessment cycle. The Stages software is a comprehensive benchmark tool to assist the instructional team in collecting valuable information on learner skill achievement, determine assessment strategy, and discover the learner's abilities and thinking approach.

How Stages Correlates with Nevada Content Standards¹

Mathematics Indicators of Progress for Grades K-3

Numbers, Number Sense, and Computation

Content Standard 1.0: *To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.*

- 1.2.1 Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts; immediately recall basic addition facts (sums through 10) and the corresponding subtraction facts.
- 1.2.2 Add and subtract multi-digit numbers without regrouping.
- 1.2.3 Generate and solve one-step addition and subtraction problems based on practical situations.
- 1.3.1 Immediately recall and use addition, subtraction, and multiplication facts to 81.
- 1.3.2 Add and subtract multi-digit numbers with regrouping.
- 1.3.5 Model and explain multiplication, including as repeated addition.

Related Stages Assessment Activities:

Stage Five: Math: Math Facts (+, -, x), Word Problems (+, -, x)

- *Math Facts* includes addition and subtraction questions with and without regrouping. *Word Problems* includes problems with and without on-screen manipulatives to aid the learner.

- 1.3.6 Read, write, order, and compare numbers from 0-999; read and write number words.

Related Stages Assessment Activities:

Stage Four: Math Readiness: Number ID

Stage Five: Problem Solving: Number Guess

- The learner identifies numbers corresponding to number words in *Number ID*.
- Stage Five *Number Guess* applies the learner's knowledge of numbers to a deductive reasoning game.

- 1.2.9 Identify, model, and label $\frac{1}{2}$ and $\frac{1}{4}$ as parts of a whole.

Related Stages Assessment Activities:

Stage Five: Math: Fractions

- *Fractions* problems include illustrations of common items such as pizza and groups of animals.

¹ Information from Nevada Content Standards for Mathematics and Language Arts, (Accessed May 29, 2002).
Sources: <http://www.nde.state.nv.us/sca/standards/standardsfiles/math/mathcont.doc> and
<http://www.nde.state.nv.us/sca/standards/standardsfiles/ela/elacont.doc>

Patterns, Functions, and Algebra

Content Standard 2.0: *To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.*

2.K.1 Sort and describe objects by similar attributes; recognize and replicate a pattern.

2.1.1 Recognize, describe, extend, and create simple repeating patterns using symbols, objects, and manipulatives.

Related Stages Assessment Activities:

Stage Three: Levels of Representation: Photo, Drawing, Symbol

Object Identification: Animals, Toys, Food

Category Identification: Animals, Clothing, Vehicles

Function Identification: Clothing, Toys, Vehicles

Stage Four: Math Readiness: Explore Patterns, Continue/Fill-In Patterns, Create Patterns

- The Stage Three activities give the learner a chance to compare objects according to their attributes.
- Math Readiness activities in Stage Four introduce the learner to patterns using shapes, color, and sound, have them continue patterns, and allow them to generate their own patterns.

2.K.4 Identify and create sets of objects with unequal amounts, describing them as more or less.

2.1.4 Create, compare, and describe sets of objects as more, less, or equal (amounts).

Related Stages Assessment Activities:

Stage Four: Math Readiness: Explore Compare, Estimating

- These activities give the learner an opportunity to demonstrate knowledge of relative amounts such as “more” and “less.” It focuses on the development of the learner’s math vocabulary concepts.

Measurement

Content Standard 3.0: *To solve problems, communicate, reason and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.*

3.K.1 Compare and order objects by size communicating their similarities and differences.

Related Stages Assessment Activities:

Stage Four: Math Readiness: Estimating

- The learner compares drawings of similar objects in scenes.

3.K.4 Identify and sort pennies, nickels, and dimes.

3.1.4 Determine the value of any set of pennies, nickels, and dimes.

3.2.4 Determine the value of any given set of coins.

3.3.4 Read, write, and use money notation determining possible combinations of coins and bills to equal given amounts.

3.2.6 Read time to the nearest quarter hour; [distinguish between A.M. and P.M.].

3.3.6 Tell time to the nearest minute, using analog and digital clocks, [and identify elapsed time].

Related Stages Assessment Activities:

Stage Six: Telling Time, Money Names, Counting Money, Money Equivalents

- In Stage Six, questions are tied in with realistic scenarios.

Spatial Relationships and Geometry

Content Standard 4.0: *To solve problems, communicate, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.*

4.K.2 Use position words (e.g., middle, before, down) to place objects.

4.1.2 Use position words (e.g., between, left, near) to describe location of objects.

Related Stages Assessment Activities:

Stage Four: Math Readiness: Spatial Relationships

- This activity asks the learner to determine how objects are positioned in relation to each other.

4.K.3 Identify two-dimensional figures (e.g., windows are shaped like rectangles) as they appear in the environment.

4.1.1 Name, [sort, and sketch] two-dimensional shapes (circles, triangles, rectangles including squares) regardless of position.

4.2.1 [Describe, and] compare two dimensional shapes (circles, triangles, rectangles including squares) regardless of position.

Related Stages Assessment Activities:

Stage Four: Shape ID

Stage Five: Problem Solving: Mystery Shape

- Stage Four *Shape* activities present the learner with shapes to identify in isolation and in scenes (drawings and photos).
- In Stage Five, the learner studies clues about shape attributes to determine the mystery shape.

Data Analysis

Content Standard 5.0: *To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.*

5.3.1 [Collect, organize, display,] and describe simple data using number lines, [pictographs,] bar graphs, and [frequency tables].

Related Stages Assessment Activities:

Stage Five: Math: Charts and Graphs

- Pie charts are included in this Stage Five activity.

English Language Arts Indicators of Progress for Grades K-3

Reading

Content Standard 1.0: *Students know and use word analysis skills and strategies to comprehend new words encountered in text.*

- 1.K.1 Use high-frequency words and environmental print to read simple texts.
- 1.1.1 Use knowledge of high-frequency words to begin reading texts aloud with fluency, accuracy, and expression.
- 1.2.1 Use knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression.
- 1.3.1 Read texts aloud with fluency, accuracy, and appropriate intonation and expression; read high-frequency words to build fluency

Related Stages Assessment Activities:

Stage Six: Stories: Cody, Mitchell, Meg, Adam, Ryan

- Stage Six *Stories* are illustrated short passages showing real people doing daily activities.

- 1.K.2 Identify and use letter/sound relationships to identify some words.
- 1.K.4 Identify initial and final sounds in words. Recognize [and sequence] letters of the alphabet.
- 1.1.4 Use knowledge of simple spelling patterns (e.g., CVC=cat, CVCe=cake, CVVC=boat), blends, and digraphs when reading; apply basic knowledge of alphabetical order.

Related Stages Assessment Activities:

Stage Four: Reading Readiness: Letter ID, Letter Sounds

Stage Five: Reading: Sounds (Rhyming), Letters (Alphabetization)

- Stage Four presents the learner with letters and their sounds using simple animations. The same words are used to show the beginning letter and its sound.
- Stage Five *Sounds* highlights spelling patterns to emphasize the rhyming final sounds of words.
- Stage Five *Letters* asks the learner to alphabetize a short list of color words by first letter, or a longer list of objects by second and third letter.

Content Standard 3.0: *Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.*

- 3.K.5 Listen for rhythm, rhyme, [and alliteration].
- 3.K.7 Listen and respond to poetry and prose.

Related Stages Assessment Activities:

Stage Five: Reading: Sounds (Rhymes)

Stage Six: Stories: Cody, Meg, Mitchell, Adam, Ryan

- The Stage Five *Sounds* activity gives the learner short rhyming sentence pairs with simple animations. The screen displays text while audio plays. The learner then has a chance to identify the rhyming word pairs from a word wall.
- The short passages in Stage Six *Stories* can be audio-only, text-only, or both (multisensory).

Content Standard 4.0: *Students read to comprehend, interpret, and evaluate informational texts for specific purposes.*

- 4.1.3 Use text, pictures, and graphs to answer questions.

Related Stages Assessment Activities:

Stage Five: Math: Charts and Graphs

- The learner consults the graphical labels for information necessary to make conclusions in Stage Five *Charts and Graphs*. This activity asks learners to interpret chart data that involves common items such as animals and money.

4.2.6 Read and follow simple directions to perform a task.

Related Stages Assessment Activities:

All Stages: All Activities

- With guidance from the Observation Forms in each Stage, the instructor can systematically observe the learner's ability to read and follow written and/or spoken directions. In the 'Assess' activities, prompts can be text-only (visual), sound-only (auditory), or text with sound (multisensory).

Writing

Content Standard 5.0: *Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.*

5.K.2 Draw or write, with teacher assistance, to communicate.

5.2.2 Write friendly letters.

5.2.3 Write stories and poems.

Content Standard 6.0: *Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.*

6.K.1 Select, with teacher assistance, ideas for writing.

6.3.3 Write simple compositions that address a single topic and include supporting sentences.

Related Stages Assessment Activities:

Stage Seven: Making Stories

- Stage Seven *Making Stories* give the learner an opportunity for any kind of written expression with the aid of an onscreen keyboard, text-to-speech, and a self-selected photograph for a writing prompt.

Content Standard 7.0: *Students write using standard English grammar, usage, punctuation, capitalization, and spelling.*

7.1.1 Use nouns, verbs, and pronouns in writing.

7.1.2 Write complete sentences.

Related Stages Assessment Activities:

Stage Seven: Making Sentences: Building Sentences, Writing Sentences

- The Stage Seven *Building Sentences* activity provides word walls of three levels of difficulty so that the learner need not use a keyboard to demonstrate the ability to use vocabulary.
- *Writing Sentences* give the learner an opportunity to demonstrate ability to compose a sentence independently, with or without the accessible onscreen keyboard option.

- 7.1.3 Use end punctuation, simple contractions, and singular possessives.
- 7.3.1 Identify and correctly use subject/verb agreement and past, present, and future verb tenses in writing simple sentences.
- 7.3.4 Use rules of capitalization.
- 7.3.5 Use correct spelling of words containing affixes, contractions, compounds, and common homophones (e.g., bear-bare).

Related Stages Assessment Activities:

Stage Seven: Making Sentences: Spelling and Grammar

- *Spelling and Grammar* activities include: Spelling, Homonyms, Capitalization, Noun-Verb Agreement, Pronoun Use, Word Order, and an option to assess custom sentences.

Listening & Speaking

Content Standard 8.0: *Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.*

- 8.3.4 Follow three- and four-step oral directions to complete a simple task.

Related Stages Assessment Activities:

Stage Five: Math 'Explore' activities: Charts and Graphs, Geometry

Problem Solving: Mystery Practice, Mystery Shape, Mystery Person

- Learners in Stage Five listen and/or read for instructions and clues to learn how to solve problems involving several steps to locate information, make a computation, or eliminate choices through reasoning.

Content Standard 9.0: *Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

- 9.K.3 Share and respond to ideas.
- 9.K.4 Relate experiences and retell stories.

Related Stages Assessment Activities:

Stage Seven: Making Stories

- Stage Seven gives the learner an accessible way to express ideas using the text-to-speech feature in *Making Stories*. The instructor can save the results to document the learner's responses to stories and group discussion.